

Final Assessment Report for the 2023-2024 Cyclical Review of the Indigenous Studies Program

INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the cyclical program review process for the Indigenous Studies program offered in the Faculty of Liberal Arts at the Brantford campus, prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Acting Dean of the Faculty of Liberal Arts. All recommendations made by the external review committee in their report are listed, followed by a summary of the units' response, and the decanal response. Recommendations prioritized are listed in the Implementation Plan, with those not being prioritized for implementation noted as well.

The Final Assessment Report is reviewed and approved by the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Implementation Report is submitted to the Senate Academic Planning Committee for information.

SUMMARY OF REVIEW PROCESS

This was the first cyclical program review of the Honours BA Indigenous Studies in Combination program, which began in 2015.

The Indigenous Studies Self-Study was authored by Dr. Percy Lezard and Dr. Keri Cheechoo, both of whom held the role of Program Coordinator during the review period. The Self-Study also notes the contributions of program faculty and the work of administrative staff in contributing to the document and review process. In addition to the Self-Study (Volume I), the program also submitted a copy of faculty curricula vita (Volume II), a

volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office, and the Dean of Liberal Arts prior to submission of the final version.

Following Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the unit. The review committee was selected by the Program Review Sub-Committee on December 7, 2023, and an in-person site visit took place on the Brantford campus May 6-7, 2024.

The review committee consisted of **Dr. Adam Crerar** from the Department of History at Wilfrid Laurier, **Dr. Allan Downey** from the Department of History at McMaster University, and **Dr. Jacquie Green** from the School of Social Work at the University of Victoria. During the external review, the committee met with the following individuals and groups:

- Dr. Trish McLaren, Associate Vice-President: Academic
- Dr. Janny Leung, Dean of the Faculty of Liberal Arts
- Dr. Keri Cheechoo, Chair of the Department of Indigenous Studies, Law and Social Justice
- Full-time Indigenous Studies faculty members
- Dr. Darren Thomas, Associate Vice-President: Indigenous Initiatives
- Ms. Celine Taillefer-Travers, Academic Program Administrator
- Representatives from the Indigenous Student Centre
- Indigenous Studies students
- Mr. Matt Thomas, Head of Collections and Acquisitions, and Ms. Irene Tencinger, Liaison Librarian
- Ms. Sally Heath, Associate Director: Academic Program Development and Quality Assurance

The review committee submitted their completed report on August 14, 2024. The executive summary from the report, and its recommendations, are provided below.

EXTERNAL REVIEWERS' REPORT EXECUTIVE SUMMARY

It is clear that the Indigenous Studies Program (ID Program) at Wilfrid Laurier University has become a competent and expanding service teaching minor, and critical to the success of both the University's Indigenization and EDI Initiatives and of other programs offering mandatory ID content. However, it has failed to establish itself as a major. Under-resourced, unable to retain faculty, reliant on contract labour, facing a significant downturn in the quality of student experience and declining enrolments, and marked by divisions among faculty and underdeveloped relationships with key partners, the ID Program is lacking the core elements of a successful university program. As the needed remedies go well beyond the scope of the review committee's mandate, it is our primary recommendation that the University appoint a Task Force to lead the ID Program over the next two to three years to help establish these core elements.

RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 16 recommendations to improve the quality of the Indigenous Studies program. All recommendations have been listed verbatim below, followed by a summary of the Department's response, and a response by the Acting Dean of the Faculty of Liberal Arts.

Recommendation #1: An *Indigenous Studies Task Force* be established to lead the ID program over the next two to three years. This *experienced and external* leadership team would help to establish the core elements of a successful program (i.e., a mission statement that defines the Program's core identity and principles, a strategic plan for the major's stability and growth, a curriculum progression map, an action plan to realize the stated learning objectives, an effective communication strategy, and student/ staff/ and community manuals to communicate Program aspirations and policies). The Task Force members should have extensive experience with Indigenous-centred education and all procedures and policies must be Indigenous-centred.

Program Response: The ILSJ Department agrees with the spirit of this recommendation and recognizes the importance of fully resourcing the ID program to undertake critical visioning work related to mission statements, reviewing and refining curriculum, and broader program planning. A key challenge for the ID program has been chronic underfunding and a lack of resources, which has hindered the program's ability to strategically map out program identity and curriculum goals, while also meeting the needs of students and developing deep connections with the community. As a result, the program has faced several issues including a high rate of full-time faculty turnover and an over reliance on precarious labour in the form of contract faculty. Currently, the ID program only has 1.5 full-time equivalent (FTE) faculty who regularly teach into the program, both of whom are relatively junior in their careers. As a result, the ID program, and the ILSJ Department more broadly, do not have the capacity to undertake this important work on our own.

Moreover, the Department recognizes the value and importance of engaging with the Office of Indigenous Initiatives (OII) and the broader community in discussing what new visions and goals may be possible for the ID program. The ILSJ Department has already acted on this recommendation by inviting the AVP: Indigenous Initiatives, Darren Thomas, to the meeting where this Unit Response was discussed. Additionally, the Department agrees that it would be valuable to continue to work with OII to consider how a task force could support the work of building an even stronger ID program at Laurier. However, the Department notes that since academic programming and decision-making is the responsibility of academic units, such a task force cannot be entirely external to the Department itself. Rather, if a task force is to go forward, university administration should work directly with the ILSJ Department to determine how this committee would be formed, how it would operate, and who would populate the committee.

The ILSJ Department agrees that if a task force is created it should include individuals with extensive experience in Indigenous-centered education from within the university and from the community, and that all its procedures and policies should be grounded in Indigenous ways of knowing and Indigenous governance. If a task force is created, the Department would highlight that significant resources will be needed for both high-level visioning *and* completing the many tasks that will be required to make this vision a reality. Given previous experiences with under-resourcing of the program, the ILSJ Department is cautious about beginning a process that will result in a substantial amount of work (e.g., curriculum revisioning) that is not manageable by the incredibly small number of faculty that are currently teach into the ID program (1.5 FTEs). In other words, this effort cannot succeed

without a firm and sustained commitment from the university to fully resource the task force and the larger program development process.

Decanal Response: I concur with the department that we agree with the spirit of the recommendation from the external reviewers for a re-visioning of the major, while working within the collegial governance processes of the university. The university is committed to resourcing and supporting the department in developing and implementing a successful standalone major and understands the importance of bringing in external Indigenous expertise as part of this work.

Recommendation #2: The Task Force should work collectively with the ID Program and local Indigenous communities to establish advisors specific to it. Program protocols should be developed to strengthen Indigenous-based course planning (such as land-based learning, if the Program embraces this approach) and to establish processes for payment and recognition when Elders or Knowledge Keepers are hired.

Program Response: The ILSJ Department agrees that, if a task force is created, one of the areas that could be explored are program protocols related to strengthening Indigenous-based course planning with specific attention to land-based learning, and that any Elders and Knowledge Keepers who are part of the task force (or are involved with the ID program in any way) should be properly compensated by the university for their knowledge and time.

Decanal Response: I support the program's response to this recommendation.

Recommendation #3: A review of the "Indigenous Studies: College Pathways (2+2) Program" with Lambton College and Mohawk College should be conducted to determine why the program is failing and how it can be improved to recruit students.

Program Response: Prior to this unit response being written, the 2+2 pathway agreements came up for renewal. Recognizing the desire to better understand why the pathways are not working as hoped, the ILSJ Department decided to renew the agreements with Lambton College and Mohawk College so that we would have more time to work with the Laurier recruitment team and others on campus to build a specific plan for these pathways. To our knowledge, there have been no recruitment efforts that have focused specifically on these pathways. We have begun to implement this recommendation by setting up a meeting with the Associate Dean of the Faculty of Social Work to understand how they recruit for the highly successful 2+2 pathway in social work.

Decanal Response: I support the renewal of these pathways and recommend that a review of the pathways be part of the re-visioning work done as part of Recommendation #1.

Recommendation #4: The intensive undergraduate curriculum review and curriculum mapping initiative we propose should culminate in the production of a Program faculty manual. The manual should include teaching objectives and proposed outcomes, Program grading criteria, and expectations for skills development and

knowledge acquisition at each level via course assignments and content. This is particularly important considering the high turnover of faculty and number of contract staff teaching in the Program.

Program Response: As part of discussions about curriculum, and with proper resourcing to support the undertaking, members of the ILSJ Department are willing to consider the development of a program manual that supports faculty to better understand: the ID curriculum and its relationship to learning objectives, skill development in the program, and any program-level policies that may be appropriate to achieve key program objectives while also ensuring on-going respect for the academic freedom of faculty members. It would make sense to wait to produce this manual until any curriculum review work has been completed.

Decanal Response: The idea of a Program faculty manual, to support consistency across multiple instructors, is interesting. Teaching objectives, outcomes, skills development, etc., should all be developed as part of the curriculum re-visioning, and this material could be encapsulated into a living document for the program to help all instructors understand the goals of the program and the role of individual courses within the program's overall curriculum.

Recommendation #5: As the Task Force reviews the Program, a reassessment of the number and nature of mandatory courses required by students in other programs should occur in collegial consultation with the programs in question.

Program Response: If a task force is established, the ILSJ Department agrees that a review of the number and nature of ID courses that are taken by students in other programs should be accounted for in any discussion of the identity of the program, especially since ID engages in a tremendous amount of service teaching. Information about service teaching should be used to inform program planning and development, as well as contributing to conversations about how the ID program should be situated in relation to Laurier's broader goals to indigenize the university.

Decanal Response: I agree with the reviewers and the department that a review of the number and areas of focus for ID courses required in other programs outside of ILSJ should take place in consultation with the other units.

Recommendation #6: The committee strongly recommends that as part of the Program's revisioning under the leadership of the Task Force consideration be given to establishing a stand-alone ID major.

Program Response: The ILSJ Department agrees that a stand-alone ID major should be considered and we will incorporate this idea into future program planning discussions.

Decanal Response: I am supportive of establishing a standalone ID major if the outcomes of Recommendation #1 indicate that it would be an appealing and viable option for students.

Recommendation #7: A strategy to increase the ID Program's presence and course offerings at the Waterloo campus needs to be developed.

Program Response: The ILSJ Department agrees that it is important to review the current ID presence and course offerings at the Waterloo campus, and any discussion about the future of the ID program must include explicit conversations about the whether the ID program should further expand its offerings to other campuses. If this conversation was to go forward, it would be essential to discuss what governance structure (i.e., program/Department/ /faculty) can best support this arrangement and what commitments will be made regarding additional resources to support expansion.

Decanal Response: A strategic discussion of greater expansion to the Waterloo and Milton campuses should be part of the work done in relation to Recommendation #1.

Recommendation #8: The professional and transferable skills that the program offers need to be better communicated to students, staff, and faculty. The program could offer micro-credentials (e.g., in grant writing, policy writing, community-engagement, etc.) to meet what would likely be considerable student demand and to showcase what the Program has to offer.

Program Response: The ILSJ Department agrees that it is a valuable to work with the appropriate units inside the university to review and better articulate the professional and transferable skills offered through the program and agrees that this could be incorporated into any curriculum revisioning exercise that is undertaken.

While micro-credentials may be considered as part of this conversation, the Department would highlight that the creation of any new programming requires resources and, given how under-resourced the ID program is at this time, would argue that new resources must be provided by the university if any type of micro-credentials or other new programming were to be created.

Decanal Response: I encourage the program to focus on Recommendations #1 and #6. Once a revised program has been successfully developed, implemented, and run for a few years, the program could consider adding micro-credentials. To date, we don't see a large number of students completing the micro-credentials already offered at the university.

Recommendation #9: An aspect of the revisioning process should focus on making the introductory Indigenous Studies courses more effective in recruiting minors and majors.

Program Response: The ILSJ Department agrees that the introductory Indigenous Studies course could be used in this way and will have additional conversations about this possibility.

Decanal Response: I agree with this recommendation and support the department's response.

Recommendation #10: Improved communication and more effective partnerships between the Program and Indigenous Student Services, Indigenous Initiatives, and the Library are essential.

Program Response: The ILSJ Department agrees that it is essential to pursue more effective communication and partnerships between the Department, ID program, Indigenous Student Services, Office of Indigenous Initiatives, and the Library. This work has already begun by inviting the AVP: Indigenous Initiatives, Darren Thomas, to the Department meeting where we this unit response was discussed.

Decanal Response: I agree that improved communication and more effective partnerships across the university are essential for the success of the ID program. I will ensure that the incoming dean is aware of the priority of, and support needed, in building these partnerships.

Recommendation #11: Efforts should be made to increase the use of the Indigenous Studies classroom via the Program's smaller classes, partnered events, and socials.

Program Response: The ILSJ Department agrees that it would be valuable to increase the use of the Indigenous Studies classroom (the Circle Room) and will work with colleagues in Indigenous Student Services and the Office of Indigenous Initiatives in pursuing this goal.

Decanal Response: I agree that increased use of the Circle Room would be valuable to our Indigenous students, faculty, and staff.

Recommendation #12: Indigenous Initiatives should consider broadening the Indigenous Knowledge Fund to include support for seeds and food for events, and more than one request for funding per person, per term.

Program Response: This recommendation will be shared with the Office of Indigenous Initiatives, who is responsible for managing the Indigenous Knowledge Fund.

Decanal Response: As noted by the Department, the Indigenous Knowledge Fund is managed by the OII and this recommendation will be shared with them.

Recommendation #13: The university must be sensitive to the outsized administrative demands placed on Indigenous faculty and act to protect their research, teaching, and community-building time, especially for those early in their careers.

Program Response: The ILSJ Department fully supports this recommendation and calls on the university to work directly with the Department to identify ways the ID program can be better resourced so that the outsized administrative demands placed on Indigenous faculty, especially early in their careers, can be addressed.

Decanal Response: I agree that the university needs to be aware of, and provide support from, substantive administrative burdens (both formal and informal). This needs to be done through adequate resourcing and allyship, including being aware of undue demands to be the Indigenous person and voice at every event, table, committee, etc.

Recommendation #14: Regularly scheduled meetings of the Dean, Chair, and Provost should be established for the discussion and tracking of Program initiatives and sustainability.

Program Response: The ILSJ Department agrees there is value in establishing processes for regular communication between the Department and university administration about resource requirements to support the success of the ID program and that there could be value to providing regular updates on program initiatives for a limited time, especially if a task force is created. However, it is not clear to us that regular meetings of the Dean, Chair, and Provost are the best mechanism for this communication. We would recommend that the Dean, Chair, and Provost discuss this further and that there is a consideration of what role the AVP: Indigenous Initiatives would have in such a process.

Decanal Response: The Dean and the Chair should meet regularly to follow the work, negotiate hurdles, determine supported needed, etc. When needed through the curriculum re-visioning and implementation process, the Associate Vice President: Academic and the QA Office will be the key resources from the Provost's Office.

Recommendation #15: The addition of an administrative floater in the Faculty of Liberal Arts with an eye to freeing up the Program's administrator for vital outreach and community-building work should be considered, at least for the period of the revisioning process.

Program Response: The ILSJ Department is deeply appreciative of the significant amount of work and support the Academic Program Administrator (APA) has provided to the ID program over many years, and it is recognized that this support has often been above and beyond what a typical APA does for an academic program. The Department is supportive of additional administrative resources being added to FLA given the demands that are placed on the administrative staff.

Decanal Response: During this time of financial constraints in the post-secondary sector, it is unlikely that additional administrative staff can be allocated to the program. In regard specifically to the recommendation of vital outreach and community-building work, this work would be outside the scope of an Academic Program Administrator. I encourage the program to include discussion of the importance and value of this type of role during their work on Recommendation #1.

Recommendation #16: A review of safety protocols and supports for students, staff, and faculty at Laurier Brantford and clear communication of this review's findings and proposed initiatives to the university community should be made.

Program Response: The ILSJ Department is not responsible for university safety protocols and supports; however, we are highly supportive of this recommendation and encourage the university to continue to examine and address safety concerns on the Brantford campus. The Department is aware that the university has recently formed a committee to consider safety issues on the Brantford campus and we strongly encourage the university to ensure that this committee take into consideration the specific experiences and needs of Indigenous students,

staff, and faculty. At this time, we are not aware of any efforts to reach out to the ID program or the ILSJ Department to better understand safety concerns from the perspective of Indigenous students or faculty.

Decanal Response: The university is undertaking multiple coordinated projects in Brantford to increase the vibrancy of the campus and decrease the safety concerns of students, staff, and faculty. This review's findings and proposed initiatives will be shared with the university community through the Senate process.

PROGRAM STRENGTHS

Acting Dean of the Faculty of Liberal Arts

- The Indigenous Studies Program plays a strong and important service role to the university and its students; its courses are required or recommended in several other programs and its introductory course has provided students across Laurier campuses with an important foundational understanding in Indigenous Studies. Students across Laurier faculties and campuses have shown an interest in expanding their knowledge of Indigenous Studies through many different courses and the Minor offered by the program.
- The Indigenous Studies Program has demonstrated a commitment to land-based experiential learning opportunities for students through courses such as ID410: Medicine Garden.
- Feedback collected through the cyclical program review process indicates that students value the opportunities to learn from Indigenous faculty members and to be introduced to different Indigenous worldviews and perspectives in their coursework.

OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

Acting Dean of the Faculty of Liberal Arts

- The Indigenous Studies program has struggled with consistency in its faculty complement, and more stability in this area will no doubt enable the program to better establish its identity and purpose within the institution, along with its primary student audience and key partners (e.g. Office of Indigenous Initiatives). Work in these areas is imperative and could be a precursor to undertaking an analysis of program curriculum and making changes to it as necessary.
- While the Indigenous Studies program has attracted a healthy number of students taking its courses as required in their home programs or as electives, it has struggled to attract a sustainable number of majors. Undertaking visioning and curriculum work to better identify the program's primary student audience and its purpose will ideally also lead to the identification of strategies to increase the number of program majors to support sustainability and potential growth.

SIGNATURES

Dr. Heidi Northwood

July 7, 2025



APPROVAL DATES

Approved by Program Review Sub-Committee: September 15, 2025

Approved by Senate Academic Planning Committee:

Submitted to Senate (for information):

Implementation Report Due Date:

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

The following Implementation Plan was created by the Acting Dean of the Faculty of Liberal Arts as part of the Decanal Response.

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
Recommendation #1: An <i>Indigenous Studies Task Force</i> be established to lead the ID program over the next two to three years. This <i>experienced and external</i> leadership team would help to establish the core elements of a successful program (i.e., a mission statement that defines the Program's core identity and principles, a strategic plan for the major's stability and growth, a curriculum progression map, an action plan to realize the stated learning objectives, an effective communication strategy, and student/ staff/ and community manuals to communicate Program aspirations and policies). The Task Force members should have extensive experience with Indigenous-centred education and all procedures and policies must be Indigenous-centred.	Department of Indigenous Studies, Law, and Social Justice	Office of the Provost and Vice-President Academic	May 2026	
Recommendation #2: The Task Force should work collectively with the ID Program and local Indigenous communities to establish advisors specific to it. Program	Department of Indigenous Studies, Law, and Social Justice		May 2026	This recommendation would be completed in as part of the broader program revisioning

protocols should be developed to strengthen Indigenous-based course planning (such as land-based learning, if the Program embraces this approach) and to establish processes for payment and recognition when Elders or Knowledge Keepers are hired.				work outlined in Recommendation #1.
Recommendation #3: A review of the “Indigenous Studies: College Pathways (2+2) Program” with Lambton College and Mohawk College should be conducted to determine why the program is failing and how it can be improved to recruit students.	Department of Indigenous Studies, Law, and Social Justice		May 2026	This recommendation would be completed in as part of the broader program revisioning work outlined in Recommendation #1.
Recommendation #4: The intensive undergraduate curriculum review and curriculum mapping initiative we propose should culminate in the production of a Program faculty manual. The manual should include teaching objectives and proposed outcomes, Program grading criteria, and expectations for skills development and knowledge acquisition at each level via course assignments and content. This is particularly important considering the high turnover of faculty and number of contract staff teaching in the Program.	Department of Indigenous Studies, Law, and Social Justice		September 2026	This recommendation would be completed in as part of the broader program revisioning work outlined in Recommendation #1.

Recommendation #5: As the Task Force reviews the Program, a reassessment of the number and nature of mandatory courses required by students in other programs should occur in collegial consultation with the programs in question.	Department of Indigenous Studies, Law, and Social Justice		May 2026	This recommendation would be completed in as part of the broader program revisioning work outlined in Recommendation #1.
Recommendation #6: The committee strongly recommends that as part of the Program's revisioning under the leadership of the Task Force consideration be given to establishing a stand-alone ID major.	Department of Indigenous Studies, Law, and Social Justice		May 2026 (in anticipation of a September 2026 start)	This recommendation would be completed in as part of the broader program revisioning work outlined in Recommendation #1.
Recommendation #7: A strategy to increase the ID Program's presence and course offerings at the Waterloo campus needs to be developed.	Department of Indigenous Studies, Law, and Social Justice		May 2026	This recommendation would be completed in as part of the broader program revisioning work outlined in Recommendation #1.
Recommendation #8: The professional and transferable skills that the program offers need to be better communicated to students, staff, and faculty. The program could offer micro-credentials (e.g., in grant writing, policy writing, community-engagement, etc.) to meet what would likely be considerable student demand and to showcase what the Program has to offer.	Department of Indigenous Studies, Law, and Social Justice		May 2026	This recommendation would be completed in as part of the broader program revisioning work outlined in Recommendation #1.

Recommendation #9: An aspect of the revisioning process should focus on making the introductory Indigenous Studies courses more effective in recruiting minors and majors.	Department of Indigenous Studies, Law, and Social Justice		May 2026	This recommendation would be completed in as part of the broader program revisioning work outlined in Recommendation #1.
Recommendation #10: Improved communication and more effective partnerships between the Program and Indigenous Student Services, Indigenous Initiatives, and the Library are essential.	Department of Indigenous Studies, Law, and Social Justice in consultation with Indigenous Student Services, the Office of Indigenous Initiatives and the Library		Ongoing	
Recommendation #11: Efforts should be made to increase the use of the Indigenous Studies classroom via the Program's smaller classes, partnered events, and socials.	Department of Indigenous Studies, Law, and Social Justice		Ongoing	
Recommendation #12: Indigenous Initiatives should consider broadening the Indigenous Knowledge Fund to include support for seeds and food for events, and more than one request for funding per person, per term.	Office of Indigenous Initiatives		Ongoing	
Recommendation #13: The university must be sensitive to the outsized administrative demands placed on Indigenous faculty and act to protect their research, teaching, and	Office of the Dean of the Faculty of Liberal Arts		Ongoing	

community-building time, especially for those early in their careers.				
Recommendation #14: Regularly scheduled meetings of the Dean, Chair, and Provost should be established for the discussion and tracking of Program initiatives and sustainability.	Chair of the Department of Indigenous Studies, Law, and Social Justice in collaboration with the Dean of the Faculty of Liberal Arts		Ongoing	
Recommendation #15: The addition of an administrative floater in the Faculty of Liberal Arts with an eye to freeing up the Program's administrator for vital outreach and community-building work should be considered, at least for the period of the revisioning process.	Office of the Dean of the Faculty of Liberal Arts		May 2026	The need for additional staff support for these roles should be factored into the broader program visioning and curriculum review discussed in Recommendation #1.
Recommendation #16: A review of safety protocols and supports for students, staff, and faculty at Laurier Brantford and clear communication of this review's findings and proposed initiatives to the university community should be made.	University		Ongoing	